

The Relationship Between Subsidized Free Day Secondary Education and Retention in Secondary Schools in Kenya

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Abstract

A workforce that can adapt to the fast changing global dynamics is critical for sustainable growth and development. Secondary level segment in the education cycle of a Kenyan plays a key role in the development of this workforce and is important since it de-links one from elementary (primary) learning, provides a chance for one to complete the cycle of basic education and anchors as a springboard to either tertiary or higher learning. The study focused on the relationship between subsidized free day secondary education (SFDSE) and learners' retention in secondary schools. The specific objectives were to determine retention rates of students in secondary schools before and after the introduction of SFDSE by the government since the year 2008 and the adequacy of SFDSE funds in enhancing retention of learners in secondary schools in Bungoma County. The target population of the study comprised of all the 3,993 stakeholders in the education sector including the Educational Officers, Principals, B.O.G chairpersons, P.T.A chairpersons and Parents from each Sub County in Bungoma County in Kenya. Cross-sectional survey research and proportional stratified sampling were adopted to obtain a sample size of 340 respondents purposively for the study. Questionnaires and interview schedules were used to collect data from the respondents. Qualitative data collected was analyzed using content analysis while quantitative data using descriptive statistics. The results indicated SFDSE had increased enrollment and transition rates and reduced dropout rates of the learners at secondary level education level. The study recommended that due to the importance of SFDSE which had enhanced retention, the amount allocated per child should be increased and the government should also remove the extra burdens from the parents by removing extra charges. The information was useful to education planners, stakeholders and well wishers.

Keywords: Subsidized Free Day Secondary Education, Learners' Retention

1. Introduction

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). It has been confirmed that the level of a country's education is one of the key indicators of its level of development (UNESCO, 2005). Globally, education is recognized as a basic human right. The human Rights Charter treats education as one of the basic human rights. Bishop (1989) indicates that in 1948 the Universal Declaration of Human Rights laid down Article 26, that everyone had the right to education and that education would be free, at least in the elementary and fundamental stages.

Education is a key element to all human development endeavors worldwide as it is viewed as the primary means of developing knowledge and skills, and in shaping young people's life experiences. Economically, educational attainment is becoming more increasingly important, relative to other factors of production, as it leads to the transformation of other resources to enhance civil and better livelihoods among communities. Changing economic and social conditions- information and communication technologies, the globalization of economic activity, greater personal responsibility and autonomy in all aspects of life – have given knowledge and skills an increasingly central role in the economic success of individuals and nations. In addition to the growing economic importance of human capital, the social returns to learning, in the form of enhanced personal well-being and greater social cohesion, are also significant (OECD, 2005).

In 1963, when Kenya attained independence, the then ruling party, Kenya African National Union (KANU) came up with the KANU Manifesto in which the government committed itself to the provision of Universal Free Primary Education in tandem with the Addis Ababa Conference of African Ministers held in 1960 (Sifuna, 1990). The conference had promised to offer Universal Primary Education within twenty years. In 1963, the government declared a fight against three enemies of development; namely ignorance, disease and poverty. In light of this, the government adopted a policy of universal primary education (Republic of Kenya, 1964). Towards achievement of her determination to provide Education for All (EFA) by the year 2015, Kenya has remarkably supported the increment in secondary school enrolments since independence in 1963. Consequently, the government of Kenya is committed to; elimination of poverty as a hindrance to educational development; promotion of human rights through provision of Education; attainment of sustainable development

by the provision of quality basic education for all (Republic of Kenya, 2003; 1998). Recent policy initiatives have focused on the attainment of EFA and, in particular, universal basic education (Republic of Kenya, 2005; 2012). The key concerns for the government were access, retention, equity, quality and relevance, and internal efficiencies within the education system (Achoka, Odebero, Maiyo & Mualuko, 2007). The effectiveness of the current 8-4-4 structure and system of education had also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the primary and secondary school levels. The Government had shown her commitment to the provision of quality education and training as a human right for all Kenyans through the introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008 so as to enhance retention of Learners in Schools.

Learners' retention in school is a great concern for any government or society. Retention is continued learner participation in a learning event to completion of the four year cycle of secondary education in Kenya. Despite many policies and strategies developed to enhance a smooth transition rate in school, there are still some students who withdraw from school prematurely. The Universal Declaration of Human Rights, Article 26, for instance states categorically that everyone has the right to education (UNESCO, 1998). To achieve this, the Kenya government laid down policies and allocated money in the National budget for provision of education to her people. The launch of SFDSE in 2008 was meant to address illiteracy, low quality education and low completion rates at the secondary level, high cost of education and poor community participation. (Republic of Kenya, 2005) These efforts were a positive move towards the realization of the Millennium Development Goals (MDGs) and Education for All.

Importantly, the secondary school educational cycle lasts 4 years in Kenya. It is recognized as the springboard to tertiary and /or higher education and training. For this matter therefore, it is a significant juncture in the national and educational development (Republic of Kenya, 2003; 1998; 1980). However, the secondary school cycle in Kenya faces some challenges, among them high learners' dropout rates (Republic of Kenya, 2003; 1998). Furthermore, it is noted that one of the perennial causes of secondary school education dropouts is the inability to pay school fees due to poverty (Achoka, 2007; 2006; Republic of Kenya, 2003). According to the Report by MOE (2007), 58% of the Kenyan population is living below the poverty line. This has led to the inability of the poor to meet education costs for their children. Murugi (2008) observed that over one million children are out of school in Kenya due to poor backgrounds. Some have been forced to drop out of school to earn a living for their families due to rising poverty. Furthermore the education system in Kenya fails to address the special circumstances of working children. According to the SDSE policy, the government was expected to meet the tuition fees of Ksh. 10,265 per student, which was later increased to Ksh. 12,870 in the year 2014 while the parents were required to meet other requirements like lunch, transport and boarding fees for those in boarding schools, besides development projects. This was in line with the government commitment to ensure that regional, special needs and gender disparities were addressed (Ohba, 2009, Mwiria 2014). The study seeks to establish the extent to which existing initiatives enable learners complete the 4 year cycle of Secondary Education.

One of the main aims of providing SFDSE in 2008 was to address low completion rates at Secondary level of Education (Republic of Kenya, 2005) while Secondary Schools enrolment in Kenya has increased since the introduction of subsidized free day secondary education by the government in 2008 after free primary education in 2003, our ability to keep learners in school remain a difficult challenge.

In Kenya 70% of children who complete primary school education transit to secondary school annually. Out of this, 9% drop out of secondary school annually. Only 30% of the remainder complete secondary school and precede to either tertiary or higher learning institutions (Ministry of Education, 2009, 2014). Importantly every secondary school dropout signifies unfulfilled objective, goal and aim for the individual as well as the community at large. Emerging from this fact is perhaps a crucial question. "Why do the individuals drop out of the learning cycle without basic education given the huge investments in the education by the government, parents and donors?" It is imperative that the intended beneficiaries actually complete basic education without dropping out along the way. It was necessary, therefore to conduct a study to establish if subsidized free day secondary education had any effect on retention in secondary school in Bungoma County.

1.2 Objectives of the study

The main objective of the study was to establish the relationship between subsidized free day secondary education and learner's retention in secondary schools in Bungoma County

The study was guided by the following specific objectives

- i. To determine learners retention rates in secondary school level education since the introduction of SFDSE by the government in the year 2008 in Bungoma County.
- ii. To determine the adequacy of SFDSE funds in enhancing learner's retention of in Secondary Schools in Bungoma County.

1.3 Research Questions

- i. How many students who enrolled for secondary schools level education after the introduction of SFDSE completed the four year cycle Secondary School education in Bungoma County?
- ii. What is the relationship between the adequacy of funds allocated by the Government for SFDSE per child and retention in Bungoma County?

1.4 Significance of the study

The research findings will provide useful information to education planners, stakeholders and well wishers in the education sector about the relationship of Subsidized Free Day Secondary Education with retention in Secondary school Education in the country?

The policy makers will identify the weakness and strengths and come up with important strategies to make the policy a success, especially to improve so that learners can complete the full cycle of secondary education in Kenya.

2.0 Literature Review

2.1 Subsidized Free Day Secondary Education in Kenya

The provision of quality education and relevant training to all is the key determinant for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of its human capital which is essential for all aspects of development and wealth creation through industrialization. All education stakeholders recognize the quality education at all levels will enable Kenyans utilize its natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu, Ogutu, & Wasanga, 2008).

Implementation of FPE by the Kenyan government in 2003 has led to the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools has shown a steady growth from 30,000 in 1963 to 860,000 students in 2003, and to over 1 million in 2006 (Munavu et al,2008). Similarly the number of public secondary schools has increased from 151 in 1963 to 3660 in 2005 (Republic of Kenya, 2005) One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of secondary schools compared to the number of primary schools. The current gapping mismatch between the capacities at these levels is approximated by comparing the number of primary and secondary schools. The number of public primary schools was 18,081 in 2003 compared to 3,660 public and 641 private secondary schools in the same year (Republic of Kenya, 2005). This mismatch posed a major challenge to learners to access and be retained in secondary schools so as to complete the basic education required to every citizen due to limited chances available in the available secondary schools in Kenya. This study will establish the effects of SFDSE on learners' retention in secondary schools.

In recent years, there has been a growing recognition that although primary education is important for individual welfare, it is nevertheless an insufficient condition for national economic growth and poverty reduction. The recognition is that primary school leavers are still young to become economically independent and socially engaged in various activities. For some children, completion of primary education means the end of schooling and the entrance to the world of work. However, because of their limited knowledge and skills from primary education and immature age, primary school leavers are in many cases unable to fully participate in the world of work. This study will establish if by the government of Kenya extending the minimum level of basic education from primary to lower secondary level through the introduction of SFDSE it will enable some of the children to complete the basic education cycle and directly join the world of work.

2.2 Retention of Learners in Secondary school Education

Learners' retention has been studied for decades with a variety of research and conclusions made on factors that influence student retention and success. Retention is measured by the 'completion rate' the proportion of those students who enroll in form one complete the four years cycle of post primary education and sit for the Kenya Certificate of Secondary Education examination (KCSE)(NAO,2007). One persistent constraint in attaining the goals of education for all (EFA) is the rate of drop out from education systems. (Wamahiu, 1997) According to MOE (2007) completion rates in 2004 in secondary schools registered 91.5% for boys and 87.5% for girls. The girls registered 12.5% drop out. In spite of the government policies to enhance enrolments in secondary sub sector, the girl's participation, retention, transition and completion at secondary school education level are lower than boys. In 2004 the national Gross Enrollment rate (GER) was 31.7% for boys and 27.3% for girls (MOE, 2007). This became a contention which the current study sought to address.

2.3 Relationship of SFDSE and Retention of Learners in Schools

Much evidence concerning the abolition of school fees in the basic education has seen a massive increase in enrollments and completion of learners as a response to the removal of school fees. Uganda introduced USE in

1997 and experienced a 68% increase in overall enrollment from 3.4 million to 5.7 million. Deininger (2003) shows a significant gain secondary school enrollments in the country was observed among rural, poor and girls. In 1992, less than 46% of children from the poorest quintile households were enrolled were in secondary school education against 82% from the richest quintile. By 1997, about 78% of children from the poorest quintile were enrolled compared with 89% of children from the richest quintile. The gaps in the percentage of enrollment in Uganda between the poorest and richest quintile had reduced by 25% between 1992 and 1997. A substantial increase in learners' enrollments and completion of basic education was particular identified among girls from the poorest quintile. Deininger (2003) found that the gender bias in learners' enrollments and completion rates that had existed in Uganda before the abolition of school fees had virtually disappeared. This study will establish the same in Kenya.

However, increased access and retention of learners to complete the basic education cycle is likely to be at the expense of other basic needs of households. A study of USE in Malawi shows that despite the abolition of fees and the non-enforcement of school uniforms, parents were still required to incur expenses for exercise books, pens and clothes. Rose (2002), found that the sum of the costs was actually more than the amount formerly required for fees because poor households with many children started sending their children schools offering free education, the allocation of household expenditure on education was eventually increased. Rose estimated that the poorest household spent 13% of their household expenditure on education compared by 7.5% of household expenditure spent by the upper quintile.

Other studies also show that although free education reduces households' direct costs, indirect costs remain as substantive deterrent from children from poor households to gain access and be retained to complete their basic education. Ghana is one of the countries that have been providing Free Basic Education since 1996. Under the Free Compulsory Universal Basic Education (FCUBE), not only primary but also lower secondary education become free of charge. However as a result of abolition of school fees, some school introduced indirect fees to compensate the lost revenue which was in some cases an obligation for district authorities (MOE/GES, 2001 cited in Akyeampong, 2009).

Thus, parents in primary and lower secondary school were still required to pay operational costs, parent teacher Association (PTA), textbooks, uniforms and other costs. It was not until 2006 that all these fees were abolished through the government's capitation grant scheme. In other examples, Nigeria provides tuition free secondary education, yet different forms of fees are imposed on parents to cover the cost of running the system. While Uganda introduced USE, parents are still required to pay boarding and medication costs (UNESCO, 2007). This study will assess the effects of adequacy of Subsidized Free Day Secondary Education funds allocated to public secondary schools by the government on learners retention.

Studies on learners' access and retention to completion of basic education in Ghana show that although the FCUBE made an overall enrollment and completion rates increase, children from poor households continued to be underrepresented in enrollments and completion rates in their basic education (Akyeampong-2009). Rolleston (2009), made it explicit that not only indirect costs hinder access and retention of the poor but also opportunity costs substantially affect the chances of poor children to enroll and complete basic education. A study of access and retention patterns in Malawi also concludes that access and retention to education continues to reflect the household wealth (Chimombo, 2009). Thus, despite direct fees being abolished, this study seeks to clarify if the abolition of fees has been enough to ensure access and retention to education for the poor. Although the introduction of a Nine Year Basic Education Programme in Rwanda led to the Gross Enrollment Ratios (GERs) and Gross Completion Ratios (GCRs) from 16.6% in 2005 to 18.3% in 2006, girls remain underrepresented in the overall enrollments, showing 47.5% in 2006, compared to 47.2% in 2005. Free secondary education in this instance did not narrow gender disparities in access and retention to secondary education greatly in Ghana. This study will establish the same for SFDSE in Kenya.

3.0 Research Methodology

The study was undertaken in public secondary schools in the nine Sub Counties in Bungoma County in Kenya. It utilized a cross-sectional survey research approach, because it's an approach where information on a population is gathered at a single point in time which was the case for this study. The target population for this study comprised of the entire 9 Sub County Education Officers, 249 Principals, 249 B.O.G Chairpersons, 249 P.T.A Chairpersons and 3,237 parents making a total of 3,993. The study adopted Yamane (1967) simplified formula to determine the actual sample size of 364 respondents purposively for this study. Stratified proportionate sampling technique was adopted to obtain the respondents from each category. Both questionnaires and interview schedules were used to collect both quantitative and qualitative data. Qualitative data was analyzed qualitatively using systematic content data analysis while quantitative data using descriptive statistics, the mean and standard variance. The results were presented using percentages, frequency distribution tables and graphs.

4.0 Results and Discussions

4.1 Students' retention rates in secondary school

4.1.1 Trends in learners enrolments

Table 4.1 and Figure 4.1 shows the trends of student's enrolments before the introduction of SFDSE by the government in the year 2008 and after the year 2008 in Bungoma County Table 4.1 shows that the mean for enrollments of boys students increased to 533.1034 from 259.9310 while that for girls increased to 412.6316 from 282.5667 prior to the introduction of SFDSE in the year 2008 by the government.

Table 4.1: Enrolment of boys and girls prior to and after 2008

	n	Minimum	Maximum	Mean
Boys enrolment prior to 2008	29	154.00	410.00	259.9310
Current boys enrolment	29	410.00	620.00	533.1034
Girls enrolment prior to 2008	30	98.00	613.00	282.5667
Current girls enrolment	19	200.00	613.00	421.6316

Figure 4.1 shows the current enrolment of both boys and girls was higher compared to that prior to the introduction of SFDSE year 2008

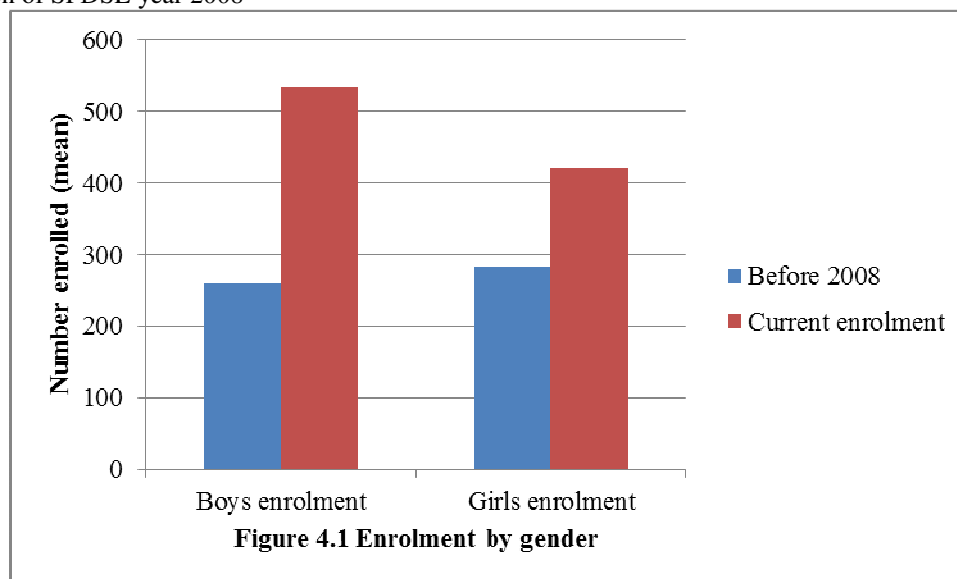


Table 4.2 shows the trends of enrollment from the year 2009 just one year after the introduction of SFDSE by the government to the year 2014. There has been an increase in the enrollments rates every year from the year 2009 to 2014 as depicted by Table 4.2 from 524.3191 in the year 2009 to 1052.5789 in the year 2014

Table 4.2: Descriptive statistics on enrolment from 2009 to 2014

	n	Minimum	Maximum	Sum	Mean	Std. Deviation
Enrolment in 2014	19	613.00	1309.00	19999.00	1052.5789	344.93386
Enrolment in 2013	12	1200.00	1200.00	14400.00	1200.0000	.00000
Enrolment in 2012	53	100.00	1100.00	31510.00	594.5283	337.86653
Enrolment in 2012	47	70.00	852.00	27260.00	580.0000	260.13525
Enrolment in 2010	47	50.00	800.00	22586.00	480.5532	228.50885
Enrolment in 2009	47	30.00	750.00	24643.00	524.3191	216.25972

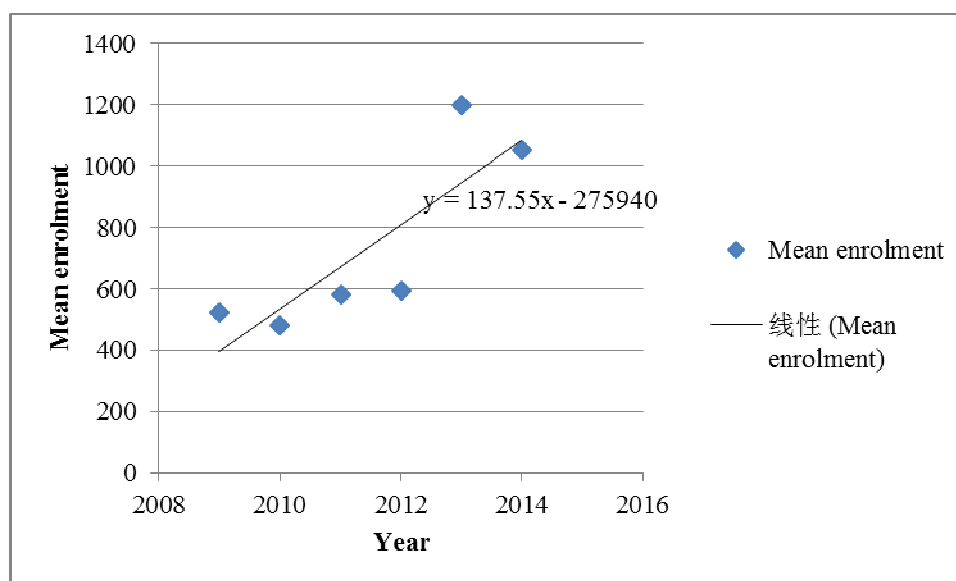


Figure 4.2: Graph showing trend in enrolment from the year 2009 to 2014

Figure 4.2 shows there has been a steady increase in enrolment from 2009 to 2014. The regression for the graph is:

$$y = 137.5x - 27594$$

The gradient for the graph is 137.5 showing that there was a highly positive trend over the years.

Table 4.3 also shows there has been a steady increase in enrollments per Sub County from the year 2009 to 2013

Table 4.3: Enrolments per Sub County in Bungoma County

Sub Counties	2009	2010	Enrolment 2011	2012	2013
Bungoma North	8,252	9,050	10,511	13,602	15,045
Bungoma East	8,621	9,022	10,401	12,617	14,202
Kimilili	9,920	9,932	10,620	12,529	13,612
Mt. Elgon	7,296	8,628	9,028	10,241	12,103
Mean	8,522.3	9,158	10,140	12,247.3	13,740.5
Total	34,089	36,632	40,560	48,989	54,962

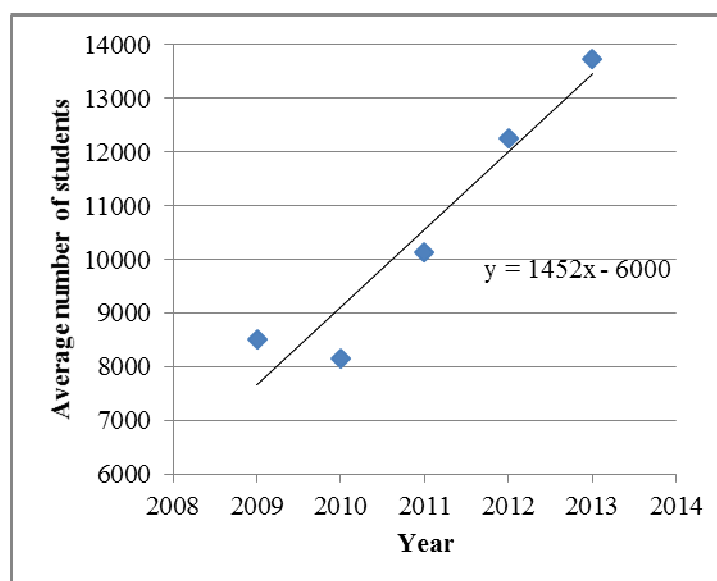


Figure 4.3: Average enrolments within Sub Counties from 2009 to 2013

Figure 4.3 shows there was a steady increase in enrolment from 2009 to 2013. The regression for the graph is:

$$y = 1452x - 6000$$

The gradient for the graph is 1,452 showing that there was a highly positive trend over the years, which is in agreement with results on enrolment obtained from School Principals.

4.1.2 Learners Retention Rates

All the respondents indicated that not all the students who joined their schools completed the four year secondary school level cycle. Asked to give reasons, 54.3% of the respondents who filled the Principal's questionnaires indicated it was due to lack of fees by the parents/guardians, 20.7% due to early pregnancies in the case of the girls, 18.5% transferred to other schools while 6.5% due to early marriages. Data obtained from the Sub County Education Officials interview schedules also pointed out that for there were dropouts mainly due to teenage pregnancies among girls.

Table 4.4 shows the dropout rates of learners also dropped to a mean of 4.8 in the year 2013 from 37.0 in the year 2009 at secondary school level education in Bungoma County.

Table 4.4: Descriptive statistics on dropout rate

	n	Minimum	Maximum	Mean	Std. Deviation
Dropouts in 2013	30	.00	10.00	4.8000	4.56675
Dropouts in 2012	30	3.00	15.00	9.8000	4.70070
Dropouts in 2011	24	15.00	17.00	16.0000	1.02151
Dropouts in 2010	24	27.00	49.00	38.0000	11.23659
Dropouts in 2009	24	35.00	39.00	37.0000	2.04302

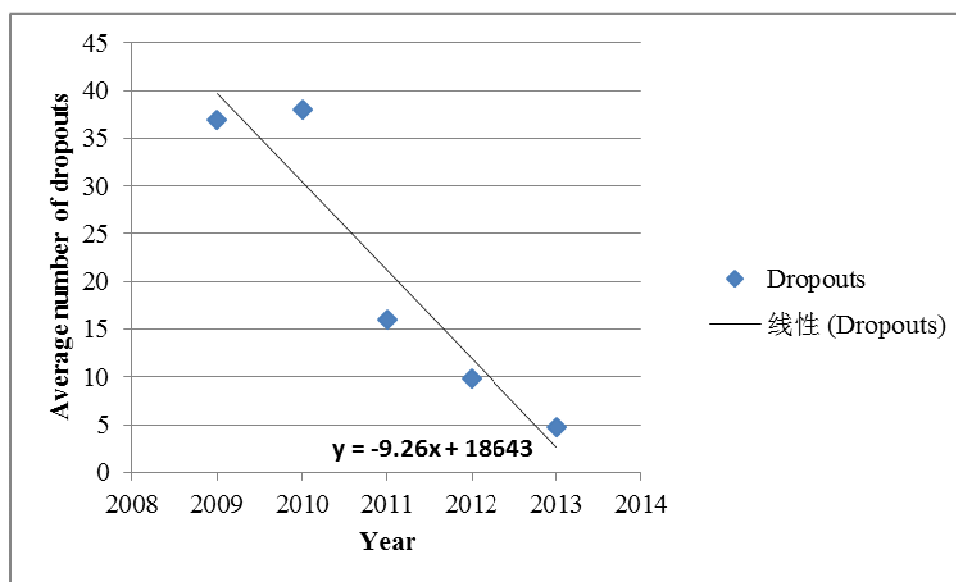


Figure 4.4: Dropout Rates from the year 2009 to 2013

Figure 4.4, shows there is a negative linear trend (gradient of -9.26) showing that there has been a steady reduction in dropout rate over the years from the year 2009 to the year 2013.

$$y = -9.26x + 18643$$

Ministry of Education officials pointed out that there has been a reduction of dropout cases since the introduction of SFDSE.

Table 4.5 shows there has been a steady increase in learners' transition rates from the year 2009 to the year 2013 as shown by an increase in means from 58.5366 in the year 2009 to 78.0851 in the year 2013.

Table 4.5: Transition rates from 2009 to 2013

	n	Minimum	Maximum	Sum	Mean	Std. Deviation
Transition rate in 2013	47	50.00	100.00	3670.00	78.0851	22.17895
Transition rate in 2012	47	55.00	87.00	3419.00	72.7447	13.78321
Transition rate in 2011	41	50.00	81.00	2722.00	66.3902	14.15782
Transition rate in 2010	41	45.00	79.00	2313.00	56.4146	14.85762
Transition rate in 2009	41	40.00	75.00	2400.00	58.5366	13.61267

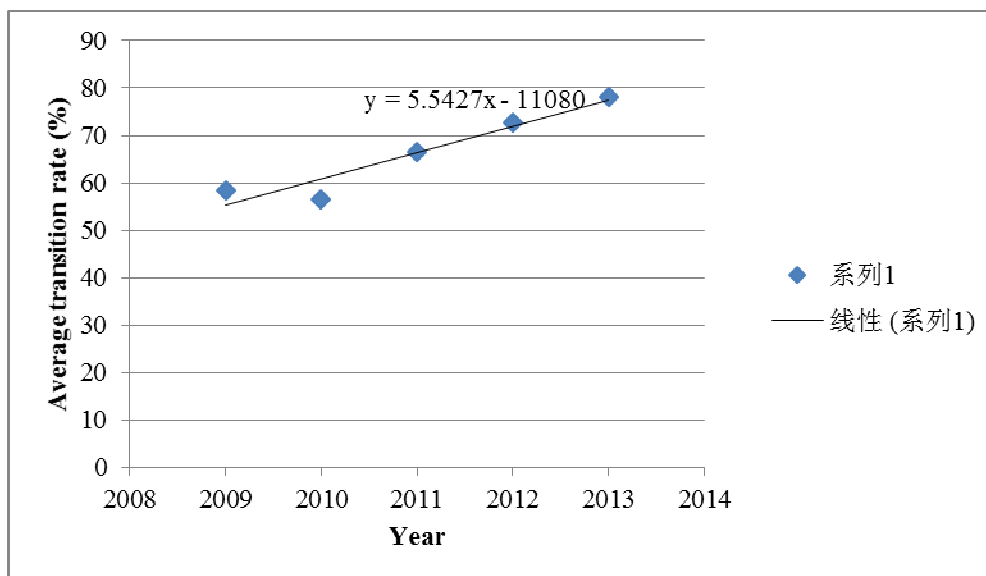


Figure 4.5: Transition rates from the year 2009 to 2013

Figure 4.5, shows there was a positive trend (gradient of 5.542) showing that there has been a steady increase in the transition rates over the years from the year 2009 to the year 2013.

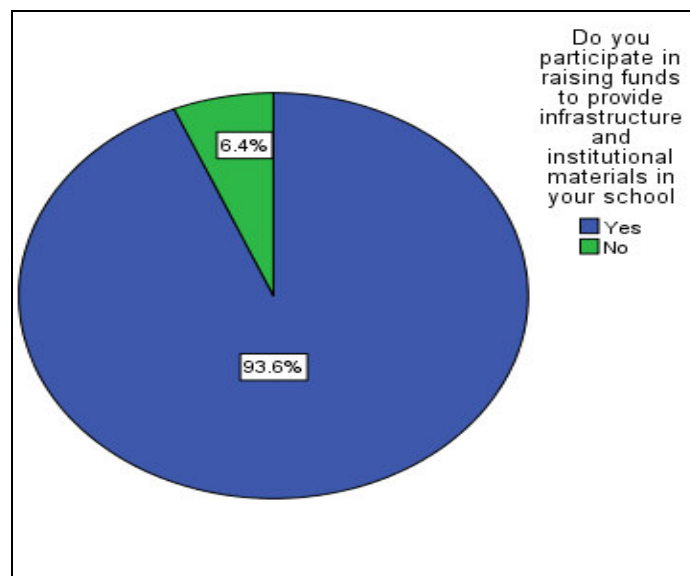
$$y = 5.542x - 11080$$

4.2 Adequacy of SFDSE Funds

4.2.1 School income sources

The respondents were asked to indicate the sources of funding to their schools before and after the introduction of SFDSE in the year 2008 by the government 31.7% of the respondents who filled the principal's questionnaire indicated the source of the schools' sources of income prior to the introduction of SFDSE was from payment of fees paid by the guardians/parents of the students in various schools in Bungoma County, 28.3% from the Parents Teachers Association (P.T.A) program, and 20% from various bursaries schemes and well wishers respectively. On sources of school funds after the introduction of SFDSE in the year 2008 by the government, 48.3% of the respondents still indicated that a bigger portion of the schools' source of income was payment of fees by the guardians/parents of the students in various schools in Bungoma County, 31.7% from bursaries programs by the Ministry of Education Science and Technology (MOEST), 10% from the government through the SFDSE program and Community Development Fund (CDF) managed by the area Members of Parliament in the Kenyan National Assembly.

All the respondents who filled the parents/guardians questionnaires indicated that they still pay fees to their children attending secondary education despite the introduction of SFDSE program by the government in the year 2008. Asked on the components of the fees they pay; 34% of the respondents indicated that they paid for the lunch program, 12% tuition fees and P.T.A funds respectively, 8% examination fees, the bus project and other projects respectively while 6% paid for medical, boarding and uniforms for their kids in secondary schools. The respondents were further asked to indicate if they participate in raising funds to provide infrastructural and institutional materials in schools 93.6% of the respondents indicated they participate while 6.4% didn't participate as shown in Figure 4.1



64% of the respondents who filled the principal's questionnaires indicated that the SFDSE funds was a core factor in the current increase in the rates of learners retention and transition rates while 36% indicated it wasn't a core factor in the schools they are in-charge. Out of the 64% who had indicated the fund was a core factor 27.9% indicated that needy students have been retained in school on free education funds in most day schools in Bungoma County since most parents/guardians can't afford to pay school fees for their kids. The 36% that indicated that the SFDSE funds wasn't a core factor indicated that parents/guardians have to pay for boarding services and other levies which was a key factor for their kids to remain in school.

5.0 Conclusion and Recommendations

This study had two objectives to achieve. To determine the retention rates of students in secondary schools before and after the introduction of SFDSE in the year 2008 and adequacy of the SFDSE funds in enhancing retention of learners in secondary schools in Bungoma County, Kenya. Both quantitative and qualitative data was collected. Qualitative data was analyzed qualitatively using systematic content data analysis while quantitative data was analyzed descriptive statistics.

The enrollment of learners had increased with that of the boys' students increasing to 533.1034 from 259.9310 while that for girls increased to 412.6316 from 282.5667 prior to the introduction of SFDSE in the year 2008 by the government. There has also been an increase in the enrollments rates every year from the year 2009 to 2014 as from 524.3191 in the year 2009 to 1052.5789 in the year 2014. The gradient of 137.5 also showing there was a highly positive trend in the increase in the enrollment rates over the years. The respondents indicated that not all the students who joined their schools completed the four year secondary school level cycle. Asked to give reasons, 54.3% of the respondents who filled the Principal's questionnaires indicated it was due to lack of fees by the parents/guardians, 20.7% due to early pregnancies in case of the girls, 18.5% transferred to other schools while 6.5% due to early marriages. Data obtained from the Sub County Education Officials interview schedules also pointed out that for all schools there were dropouts mainly due to teenage pregnancies among girls. The dropout rates of learners also dropped to a mean of 4.8 in the year 2013 from 37.0 in the year 2009. The graph also gave a negative linear trend (gradient of -9.26) showing that there has been a steady reduction in dropout rate over the years from the year 2009 to the year 2013 of learners in secondary school level education in Bungoma County. There has also been a steady increase in learners' transition rates from the year 2009 to the year 2013 as shown by an increase in means from 58.5366 in the year 2009 to 78.0851 in the year 2013. The graph also gave a positive trend (gradient of 5.542) showing that there has been a steady increase in the transition rates over the years from the year 2009 to the year 2013. From the above it clearly shows that since the introduction of SFDSE the number of enrollments has increased. Dropout rates reduced and transition rates increased therefore more learners are completing school. The school retention rates are therefore higher.

On adequacy of SFDSE funds in enhancing learner's retention at secondary level, the study examined the sources of funding to their schools before and after the introduction of SFDSE in the year 2008 by the government. The respondents indicated the source of the schools' sources of income prior to the introduction of SFDSE included school fees from parents/guardians and monies from various bursaries schemes and well-wishers. After 2008, the income sources remained school fees from parents/guardians, monies from various bursaries schemes including from MOEST and CDF and FSE funds. After the introduction of SFDSE parents

still paid fees to the school for boarding, lunch, Examination, Infrastructure and personal upkeep of their children. This contradicts what happens in developed countries like Britain where education up to secondary school level is fully financed by the government and parents are only required to ensure that children attend school (Moon and Mayes, 2005).

Apart from the payment of fees, parents/guardians were also required to raise funds to provide for infrastructural and institutional materials which was in line with MOE/GES 2001 cited in Akyeampong 2009 as a result of the abolition of the school fees, some schools introduced indirect costs to compensate the lost revenue which was in some cases for district authorities. The study showed that needy students could now be retained on FSE especially in day schools because most parents could not afford fees of the Boarding schools.

SFDSE was started in Kenya in January in the year 2008 after the successful implementation of FPE which had raised the enrollment of learners at the Primary level from 5.6 million 2003 to 8.6 million 2007. The FSE was a course of action through which the Kenya Government was to finance education in order to meet its commitment made through Sessional Paper NO. 1 of 2005 to provide every Kenyan with basic quality education and training including 4 years of Secondary Education. The study recommended that the Government should increase the allocation of SFDSE funds from what it is now so that the financial burden of paying fees can be removed from the parents. Remove all the other schools levies like Examination fees, P.T.A funds and many others because schools or administrators abuse them. The Government has come up with fees guidelines for boarding schools which have an upper fees limit as to what schools should charge. But most of the national and county schools charged a fee that is beyond the means of an average Kenyan family. The poor children are therefore locked out of such schools although the entrance is based on academic performance. The funds should be given as is being done to the individual learners but should be given at the right time, because most head teachers complained that the funds are not given at the right time when there is need.

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